

## WREN ELEMENTARY

226 Roper Road  
Piedmont, SC 29673

**GRADES** PK-5 Elementary School

**ENROLLMENT** 514 Students

**PRINCIPAL** Mrs. Becky Brady 864-850-5950

**SUPERINTENDENT** Dr. W. R. Christopher 864-847-7344

**BOARD CHAIR** Mr. Fred G. Alexander 864-947-9346

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
23	10	0	0	0

#### IMPROVEMENT RATING:

**GOOD**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

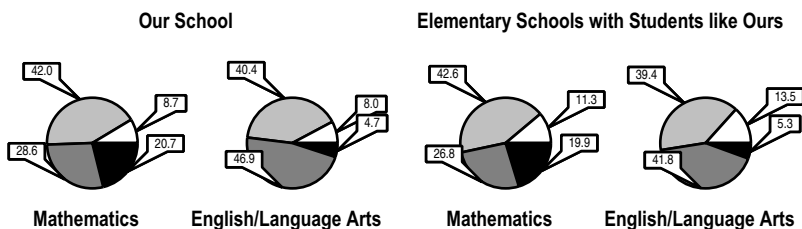
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Excellent	Excellent	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**

	<b>Definition of Critical Terms</b>
	<b>Advanced</b> Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b> Well prepared to work at next grade level; met expectations
	<b>Basic</b> Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b> Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	32	90	66
Percent satisfied with learning environment	100.0%	95.6%	92.3%
Percent satisfied with social and physical environment	100.0%	96.7%	76.9%
Percent satisfied with home-school relations	100.0%	96.7%	86.4%

**PACT PERFORMANCE BY GROUP**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
<b>English/Language Arts</b>								
All students	293	100.0	8.0	40.4	46.9	4.7	51.6	17.6
<b>Gender</b>								
Male	146	100.0	9.8	43.6	40.6	6.0	46.6	17.6
Female	147	100.0	6.3	37.3	52.8	3.5	56.3	17.6
<b>Racial/Ethnic Group</b>								
White	268	100.0	7.5	39.2	48.6	4.7	53.3	17.6
African-American	19	100.0	21.4	57.1	21.4	N/A	21.4	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
<b>Disability Status</b>								
Not disabled	250	100.0	6.7	37.0	50.8	5.5	56.3	17.6
Disabled	43	100.0	16.2	62.2	21.6	N/A	21.6	17.6
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	293	100.0	8.0	40.4	46.9	4.7	51.6	17.6
<b>English Proficiency</b>								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	289	100.0	8.1	40.2	46.9	4.8	51.7	17.6
<b>Socio-Economic Status</b>								
Subsidized meals	73	100.0	18.3	50.0	31.7	N/A	31.7	17.6
Full-pay meals	220	100.0	5.1	37.7	51.2	6.0	57.2	17.6

<b>Mathematics</b>								
All students	293	100.0	8.7	42.0	28.6	20.7	49.3	15.5
<b>Gender</b>								
Male	146	100.0	5.3	42.1	27.8	24.8	52.6	15.5
Female	147	100.0	11.9	42.0	29.4	16.8	46.2	15.5
<b>Racial/Ethnic Group</b>								
White	268	100.0	7.4	41.8	29.7	21.1	50.8	15.5
African-American	19	100.0	28.6	57.1	7.1	7.1	14.3	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
<b>Disability Status</b>								
Not disabled	250	100.0	5.0	40.6	31.0	23.4	54.4	15.5
Disabled	43	100.0	32.4	51.4	13.5	2.7	16.2	15.5
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	293	100.0	8.7	42.0	28.6	20.7	49.3	15.5
<b>English Proficiency</b>								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	289	100.0	8.8	42.3	28.3	20.6	48.9	15.5
<b>Socio-Economic Status</b>								
Subsidized meals	73	100.0	21.3	45.9	24.6	8.2	32.8	15.5
Full-pay meals	220	100.0	5.1	40.9	29.8	24.2	54.0	15.5

**Abbreviations for Missing Data**

N/A Not Applicable

N/C Not Collected

N/R Not Reported

I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	83	N/A	7.2	41.0	49.4	2.4	51.8
	Grade 4	97	N/A	6.2	30.9	55.7	7.2	62.9
	Grade 5	92	N/A	7.8	62.2	28.9	1.1	30.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	92	100.0	2.3	24.1	64.4	9.2	73.6
	Grade 4	95	100.0	4.5	40.9	51.1	3.4	54.5
	Grade 5	106	100.0	16.0	54.0	28.0	2.0	30.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	83	N/A	24.1	45.8	22.9	7.2	30.1
	Grade 4	97	N/A	10.3	37.1	24.7	27.8	52.6
	Grade 5	92	N/A	14.3	44.0	27.5	14.3	41.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	92	100.0	6.9	42.5	27.6	23.0	50.6
	Grade 4	95	100.0	8.0	40.9	29.5	21.6	51.1
	Grade 5	106	100.0	10.9	42.6	28.7	17.8	46.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 514)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.6%	Down from 3.0%	1.7%	2.4%
Attendance rate	96.7%	Down from 96.9%	96.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	30.5%	Up from 28.7%	28.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.5%	Down from 7.1%	6.5%	8.0%
Older than usual for grade	0.6%	No change	0.6%	1.1%
Suspended or expelled	0.0%	Down from 0.4%	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	58.8%	No change	53.7%	50.0%
Continuing contract teachers	76.5%	Down from 85.3%	85.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.1%	Down from 91.2%	87.0%	86.2%
Teacher attendance rate	97.7%	Up from 96.9%	95.7%	95.3%
Average teacher salary	\$41,582	Up 0.1%	\$41,537	\$39,909
Prof. development days/teacher	7.8 days	Down from 8.0 days	10.7 days	11.4 days

School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio	20.7 to 1	Up from 20.3 to 1	20.5 to 1	18.9 to 1
Prime instructional time	93.7%	Up from 92.8%	91.2%	89.7%
Dollars spent per pupil*	\$5,315	Up 4.9%	\$5,778	\$5,892
Percent spent on teacher salaries*	61.3%	Down from 63.2%	67.3%	66.6%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	98.7%	Up from 97.8%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of Wren Elementary School is to provide an academically focused, safe and active learning environment for all students. Wren Elementary has a strong faculty and staff with six Nationally Board Certified teachers and six in pursuit of this certification. Wren Elementary also has an extremely active PTA. 85% of all parents are members. Parent volunteers logged over 1,500 hours of service in the 2002 - 2003 school year. Wren Elementary has an involved School Improvement Council that meets regularly to discuss and set future goals. Students, staff, and parents have worked extremely hard this year. Our accomplishments include:

Wren Elementary received an Excellent rating on the State of South Carolina Annual School Report Card.

Wren Elementary continues to be a South Carolina School of Promise. This status proves Wren's commitment to being an integral part of the school-community collaborative process.

Wren Elementary received \$16,400 in grant money for the 2002 - 2003 school year. Grant money funded our Garden of Eatin', novel sets, SC Day, SLAM DUNK Day, and many other innovative learning opportunities for students.

All third, fourth, and fifth grade students at Wren Elementary participated in a school-wide science fair. Four of these students went on to place GOLD in the Anderson Oconee Pickens (AOP) Science Fair.

Wren Elementary is an Exemplary Writing School. Students, staff, parents, and community participate in promoting writing instruction at Wren Elementary School.

Wren Elementary is also one of South Carolina's Honor Schools for Reading.

In conclusion, Wren Elementary School, in cooperation with the School Improvement Council, continually seeks to provide exciting opportunities for students while building a strong foundation in academic excellence.

Becky C. Brady, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.